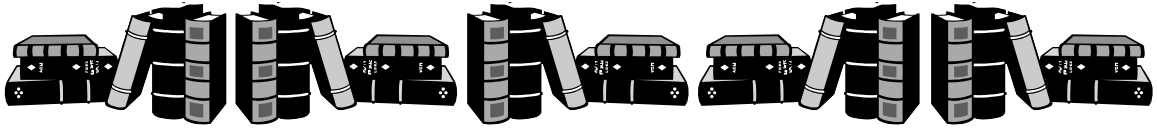


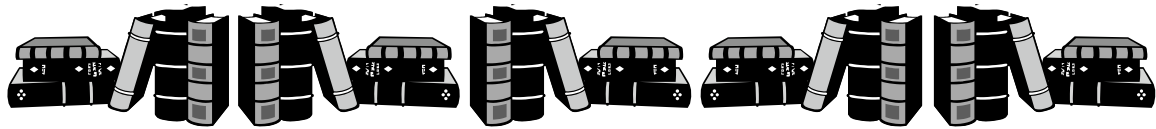
# Reading Fellow's Bios



## Ron Scherry

Mr. Ron Scherry was an educator in Montana for 26 years. He was an elementary classroom teacher for 14 years and an elementary principal for 12 years. While principal at McKinley Elementary School in Billings, MT, the school was named a National 2000 Distinguished Title I School. Mr. Scherry implemented and managed the America Reads Program at McKinley School. He developed the volunteer tutor-training program that they utilized, along with Dr. Barbara Walker and Dr. Leslie Morrow. IRA published this training model in 1999. It is titled, "Training the Reading Team: A Guide for Supervisors of Volunteer Tutor Programs". He has authored other chapters regarding creating positive learning environments for all students, and was a facilitator and author of the **Montana State Reading Standards** adopted in 1998.

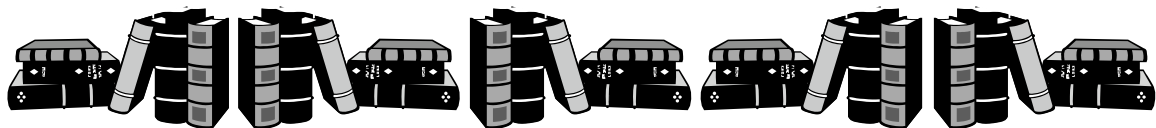
Mr. Scherry has also received several state and national awards and recognitions: 1987, Outstanding Migrant Educator for the state of Montana; 1991-92, Montana State Reading Council Administrator of the Year; 1994, Milken National Educator Award; 1994-95, President, Montana State Reading Council; and 1995, MSU-B Award of Excellence for outstanding graduates. Mr. Scherry is a state and national professional leader and has presented at many local and state educational workshops and conferences. Nationally, he has presented at the Migrant and International Reading Association Conferences. Mr. Scherry retired at the end of the 1999-2000 school year and is currently working as an educational consultant. He and his wife, Barb, have recently purchased a book company featuring children's literature.



### Margaret Bowles

I began my professional teaching career as a language arts instructor at the Wilson Middle School in Bozeman, Montana in 1972. My teaching assignments have varied since that time; however, my interest in literacy has never waned. Developing successful, literate students has always been my instructional goal. The driving force behind my teaching practice is the belief that all children can learn, and there are certain things I must do to help each student successfully meet high standards. I seek quality professional development experiences to help forge the strategies that I employ to meet individual student needs. Most recently, I have participated in the National Quest Conference Reading Strand, the National Symposium on Teaching Children with Special Needs, the National Teacher Forum, and NASA NEW Training. These activities signify my continued efforts to create literacy through a content rich environment. However, the professional development experience that has had the most profound impact on my ability to reflect on my reading instruction and design lessons that engage all students in the learning process was National Board Certification.

My concern for quality education goes beyond my classroom walls. I currently serve as the K-8 representative on the Certification Standards and Practices Advisory Council, which makes recommendations to the Board of Public Education on issues regarding teacher licensure. I also serve as chair of the Montana Commission on Teaching. This Commission is now working on developing an informational brochure and Power Point presentation to share the Commission's vision on assessment. In addition to advocating for education, I enjoy spending time with my family, reading, snow skiing and sailing.



### Cynthia Paugh St. Charles

Cynthia is a fourth generation Montanan. She grew up on a ranch in the Gallatin Valley and earned her Bachelor of Science degree in Elementary Education from MSU in 1978. Her first teaching job was in Gillette, Wyoming with a first grade class. She relocated to Gardiner, Montana in 1979, where she taught first grade and 5<sup>th</sup> grade for 7 years. In 1985, complications with the birth Cynthia's first child delayed her return to the classroom. Within months of returning to work, the school building was destroyed by fire. That

spring, Cynthia resigned from her teaching position to devote her attention to motherhood (a second baby was on the way!).

Over the next several years, Cynthia and her family relocated six times, while her husband climbed the executive ladder. She and her family resided in various towns in Maryland, Montana and Alabama. In 1990, Cynthia received a Graduate Assistantship in the Reading Department of Auburn University at Montgomery, Alabama. At that time, she also began providing reading diagnosis and remediation tutoring through her private business, Resource for Reading. She completed her Masters Degree in Reading Supervision in 1992, and began teaching Reading Methods classes at AUM as an Adjunct Professor. In 1993, she began a Masters program in School Psychometry at Troy State University.

In 1994, Cynthia sought to return to her home state of Montana in order to bring her children closer to extended family following her divorce. She worked as a School Psychologist/Reading Specialist for Yellowstone Academy at Yellowstone Boys and Girls Ranch from 1994 through 2000. She is currently employed as a School Psychologist for Eastern Yellowstone Special Services Cooperative, serving rural schools located in the eastern part of Yellowstone County.

Cynthia's expertise includes diagnosis and remediation strategies for reading disabled students. Cynthia has broad practical experience in identifying specific skill deficiencies and developing innovative, effective instructional approaches for students who have been unable to learn to read well, despite intensive traditional instruction.

Cynthia remarried last year and has two adolescent daughters. Her hobbies include gardening, hiking, camping, fishing, and quilting. She is very active in a local quilt guild, teaches quilting classes occasionally, and has a prize-winning quilt currently on display in the Western Heritage Museum Quilt Show.

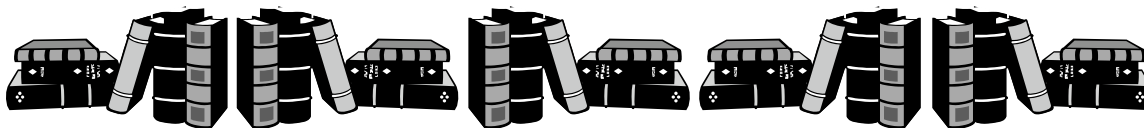


## **Rhonda Burnett**

Hi! With three boys of my own (two of which are now grown and in college), I have my own "family" experiences with Reading. My name is Rhonda Burnett and I began Reading aloud to my children at birth.

I am privileged to teach First Grade at Radley School in East Helena and will be moving to Eastgate, same district, in the fall of 2002. In my 16 years of public school teaching, I have taught Reading in grades 1, 2 & 4 Bilingual, 7 and 8 English Language Learners, and 8th grade Language Arts. My Master's in Curriculum & Instruction is from the U of M @ Missoula with an emphasis in Children's Literature. I have attended a number of other colleges such as Salish/Kootenai (SKC), Carroll College, California Lutheran University, UC Santa Barbara and Ventura College. I studied Spanish in Cuernavaca, Mexico one summer.

Additionally, I have been trained in teaching English to Second Language Learners (TESOL) and Reading Recovery. I helped write our schools' Reading Excellent grant this past year. Polson is my hometown. Teaching children to READ is my passion!



## **Betty Jo Henry**

I am currently a Title One teacher at Corvallis Primary School in Corvallis, Montana. I was born and raised in Virginia. I lived near the foot of the Blue Ridge Mountains, about 75 miles from Washington, D.C., for the first forty years of my life.

I received my B.A. degree in Elementary Education from Mars Hill College in North Carolina. Then I returned to Virginia and my career as an educator began in 1975 in Charlottesville, Virginia. I was trained to teach Distar and taught first grade for two years in an open classroom concept. I also began taking graduate classes at the University of Virginia.

The summer of 1977, I married and moved to Castleton, Virginia. I taught second grade from 1977-1985 at Farmington Elementary School in Culpeper. I continued to further my education as I developed a passion, deep interest and curiosity about early literacy. I began to study and learn about the Orton-Gillingham Multisensory approach to reading and writing. The

relationship between the reading and writing process is of great interest to me.

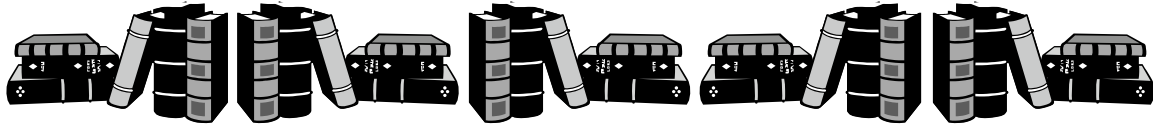
My son was born in 1986 and that has helped to give me an all new perspective on children. When he entered preschool, I decided to return to full time teaching.

The fall of 1988, I implemented one of the first In-class Kindergarten Reading Readiness programs in Virginia. I spent two years learning about early intervention strategies, Reading Recovery, running records, phonological awareness, phonemic awareness, letters, sounds, phonics instruction and the developmental stages of reading, spelling and writing. I took numerous classes and worked with Dr. Tom Gill from the University of Virginia and the McGuffey Reading Center. I also served as the 504 coordinator and the Student Assistance Program chairperson for our school. We looked for three years before deciding that the Bitterroot Valley was where we wanted to make our new home. I loved my job and thought long and hard before moving to Montana in 1995. My husband and I moved in the summer of 1995 with our only child. We felt that Corvallis was the ideal place to raise our son and I hoped to one day be teaching at Corvallis Primary School.

I worked for one year as a Special Education paraprofessional and then one year as a Speech and Language paraprofessional. I became a Title One teacher at Corvallis Primary School in 1997.

My responsibilities are varied. I help to plan and develop the Title One reading and math programs for our kindergarten-fourth grade students. I work directly with first and second grade students in reading. I initiated a school-wide program that involves Curriculum Based Assessment for reading and we are working on the writing now. I am also one of the Intervention Assistance Team coordinators for our school. I have worked as our Parent Involvement coordinator for the past five years and serve as a Mentor for new teachers in our school.

My educational training, background and experiences predominately center around beginning reading and the connection between reading and writing. I am constantly striving to find ways to improve our program and best meet the needs of all children. I am a life long learner and am excited to be involved in the Reading Fellows program. I am looking forward to seeing how this program impacts our educational system in Montana.



## Kathy Dufresne

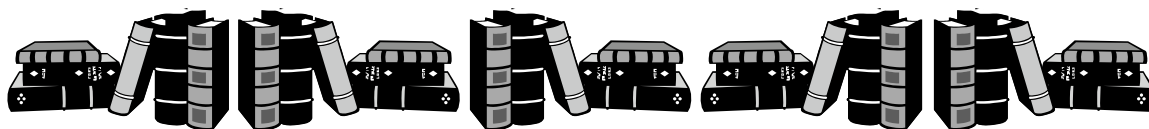
Kathy Dufresne...graduated from the University of Montana in 3 years with a BA in Elementary Education.....married to Dale Dufresne. We have two sons. All four of us are teachers and one son will soon marry another teacher!

I have taught 26 years: one in 5<sup>th</sup> grade, four in 6<sup>th</sup>.....after 5 years I took time off to have children. Since returning to education I have had twenty one years as Title 1 director/teacher and GT coordinator/teacher.

In 1985 our Title 1 program was recognized as one of the 100 most successful Title 1 reading programs in the US. In 1992, along with my Title 1 staff, we wrote an early intervention reading program after observing Reading Recovery and First Steps. The difference between our program and the other two is that we based it on a \_ hour setting that **includes teaching phonics** along with comprehension, memory, writing, etc. (Our program is even more successful now than it was when we received the award.) Over the years, I have been lucky enough to teach reading to all ages with a wide variety of different circumstances.

This spring, at a surprise assembly, I was named the Super Wal-Mart Teacher of Year for our region of 33 schools.

I am very passionate about everything I do: family activities, working with kids, reading, gifted education, collecting antiques, going garage sales, etc, and I am excited to get involved with "Reading Fellows!"



## Holly Raser

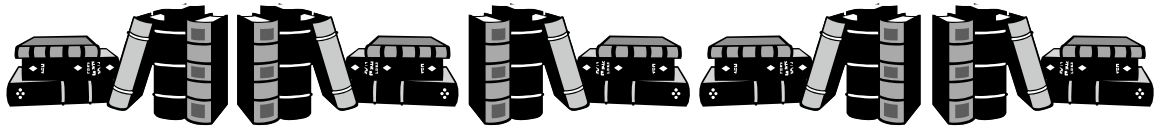
Holly Raser has been a teacher at Target Range School for 21 years where she has taught in grades K, 1, 4, 5, Gifted and Talented, and Title 1. While she loved teaching reading in the self-contained classroom, it is in her current role as a Title 1 teacher in which her passion for teaching reading began.

Holly has always been interested in innovative ways to encourage children to read. Sixteen years ago as a classroom teacher, she learned about and then modeled the successful use of class novels, novel groups, and individual reading programs to teach basic skills and encourage independent reading.

As a Title 1 teacher, the need for innovation and flexible strategies is even more important. Working with her students as they struggle to learn to read, she began to see patterns in their learning styles, stumbling blocks, and in some of the strategies they would use to overcome their difficulties. She became interested in current research in reading instruction, especially focusing on techniques that address the needs and strengths of dyslexic readers. Holly is excited about the success of these techniques and recognizes that combined with early identification of these at-risk readers, there is a great potential for preventing their future reading problems.

Holly was elected to the Montana House of Representatives in 2000 and serves as the legislative representative on the state's Special Education Advisory Panel. She lives in Missoula with her two children, one dog, two cats, a 4-H steer, eight sheep, and two geese. When she is not fixing fence, keeping the weeds at bay in her garden, or playing tennis with her daughter, she can be found with her nose in a book.



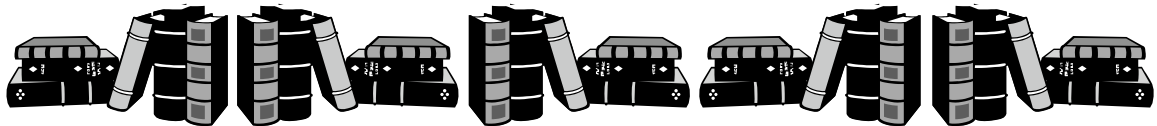


### Corina Henrie

I live and teach in Eureka Mt. I am the mother of two boys four and six who keep me very busy. We have made Eureka our home for the past 7 years and have come to enjoy this area of the state. We moved from Spokane Washington where my husband and I graduated from Eastern Washington University. I have a BA in Reading with Elementary and Early Childhood endorsements. I currently teach the Title reading for K-2. I specialize in remedial services for 1st and 2nd grades, early intervention for K and 1st grades and pre-literacy skills for the Kindergarten. I work closely with the classroom teachers to assess and evaluate the students strengths and weaknesses and to prepare an individual plan for improvement.

I work in many areas of the school: in the classroom with groups, in my class for private reading instruction, reading lessons in the kindergarten room and extra kindergarten lessons to the at risk students.

I enjoy teaching reading and find the Title area to be the most fulfilling area of education I have been in so far.



### Kari Wald

Kari grew up in the Clancy area and attended high school at Jefferson High in Boulder. She then attended Eastern Montana College and graduated in 1983 with a Bachelor of Science degree in education. She double majored in elementary and special education and also completed a reading endorsement.

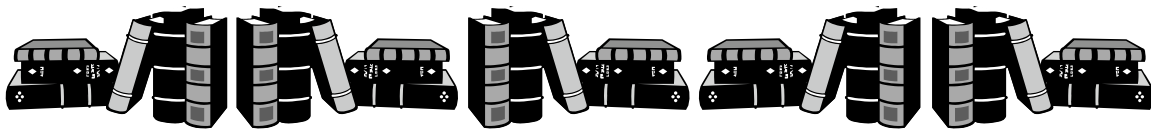
Her first teaching job was at the Yellowstone Boys and Girls Ranch where she was a one on one teacher for a special needs student. After a year there, she moved to Hamilton where she taught for six years in a middle school special education classroom and then in an elementary classroom. In the fall of 1989 she moved to Helena where she taught pre-school special education and kindergarten for two years at Rossiter Elementary. She then transferred to Bryant Elementary where she has been for the past ten years.

While at Bryant, Kari has worked toward improving reading instruction on a



school wide basis. She has been instrumental in setting up the Accelerated Reading Program, worked to get a summer book-mobile up and running, helped author a CSRD grant that was used to address reading specifically at her school, and trained to become a Reading Recovery teacher. She currently teaches kindergarten and Reading Recovery.

Kari is married to Greg, who is a teacher at Helena High School. They have three children: Tyler, who is 18 and graduated this last spring; Ashley, 16 and will be a junior in high school this coming year; and Jered, a 14 year old who will be entering high school in the fall. They make their home in Montana City, which is five miles south of Helena.



### Kathy Francisco

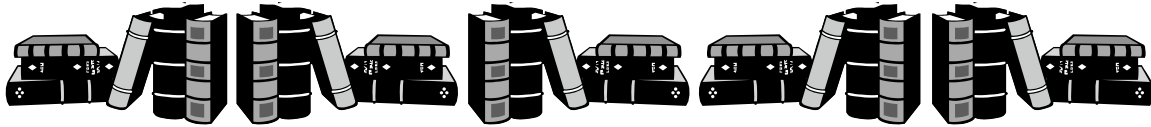
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Kathleen J. Francisco has been a Reading Specialist in the Livingston School District since 1993. Areas of interest and study have included designing and implementing a Reading Tutorial as an early intervention for second- and third-grade students;

creating District Assessments in Reading Fluency and CLOZE for grades one through eight; working collaboratively with classroom teachers with the purpose of growing instructional repertoire for all teachers of reading; acting as a resource for instructors, parents, community members, administrators; providing technical assistance to the America Reads program through workshops which educate volunteers about the reading process; serving on a professional development committee for the District; being a participant and a facilitator in a staff development program that focuses on instructional strategies; creating meaningful learning opportunities on a variety of literacy topics at state and local conferences; continually researching the complex nature of literacy and, most importantly, enjoying the work that literacy development involves.

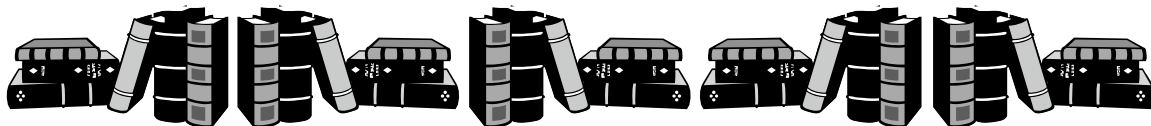
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Prior to her assignment in Livingston, Ms. Francisco has taught at the middle school and high school levels. With teaching Kindergarten (part time) this past year, her teaching experience now ranges from K - 12.



### Lorraine J. Verploegen

The last ten years I've devoted my professional time to early intervention and staff development. Training as a Reading Recovery teacher leader took place at Portland State University at Portland, Oregon. From there I returned to Havre Public Schools to train teachers in early interventions for four years. In 1997, I became employed with the Billings Public Schools as a Reading Recovery teacher leader, training 44 teachers in early interventions. The district has enhanced my learning by being involved in the CELL training and becoming a literacy coach for K-3 teachers. Specials projects I've developed because of my background in early literacy have been Lunch Bunch (literacy time for K-1 grade parents and students), Mission Possible (cross-aged buddy readers), Plant-A-Seed...READ! (parent training for emergent readers), developing a guided reading book nook for K-6 teachers and in-service workshops in running records and various components of balanced literacy.



### Jerrie Boksich

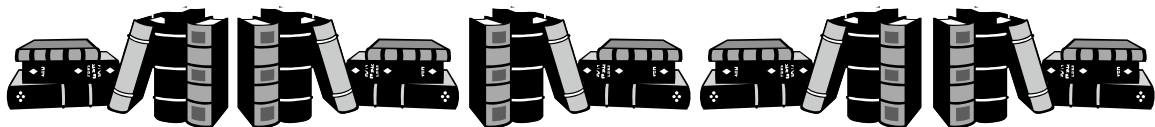
Born in Portland, Oregon, Jerrie Boksich graduated from John Marshall High School in 1965. She attended Whitman College in Walla Walla, Washington for two years and graduated from the University of Montana in 1970. She has pursued post-graduate work at most of the major universities in the state. Mrs. Boksich or Mrs. B. to her students, has completed her thirtieth year of teaching in the Whitefish School District. She has taught classrooms in grades 1-4, worked as a Title I teacher in grades 1-4, been an Enrichment teacher for 2<sup>nd</sup>-6<sup>th</sup> grades and served as a Curriculum Teacher Leader for the Whitefish School District. Jerrie has spent all of her adult life in Montana, where she has resided in Whitefish, with her family for 32 years. Jerrie is married to Raymond, the head teacher at the

Whitefish Independent High School. They are the proud parents of 2 children, Merika and Garth, both of whom are pursuing degrees in education. Ray and Jerrie are also the co-parents of 15 exchange students from throughout the world.

Throughout her teaching career Jerrie Boksich have been actively involved in many educational groups, which promote literacy and provide reading training opportunities. Jerrie has held the office of President in both the Northwest Reading Council and the Montana State Reading Council. She is currently serving as the Conference Program Chairman for the State Council. During Jerrie's term as President of the state she instituted an outstanding Reading Teacher Award, which has become a coveted award statewide. Jerrie continues to be active and hold positions in both of these groups. She has also served on committees for the International Reading Association. The Delta Kappa Gamma Women Teacher's Honorary and the Phi Delta Kappa Gamma Teacher's Honorary are two other groups she is active in. Further, she has become involved with the Montana Association of Curriculum and Development.

Since 1989 Jerrie have served on the Whitefish School District's Communication Arts Committee and is one of the reading leaders in that district. She has worked closely with the Montana Office of Public Instruction for the past 12 years, serving three times, on the Communication Arts Standards writing teams. Further, Jerrie served on advisory and selection committees for OPI, one of which was the state Test Selection Committee. Additionally, Jerrie has testified before the Montana Board of Public Education on behalf of the Reading Standards.

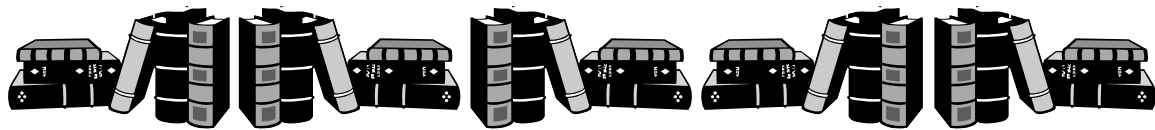
Jerrie Boksich has written for education publications. She wrote 2 cross-curricular units in the second grade book of the *Pegasus Reading Series*. Jerrie was also a contributing author for *Song Play*, a classroom music book for teachers.



### **Sherrill Dolezliek**

I retired from full-time teaching this June after twenty-five years teaching in various places and disciplines. My bachelor's degree is from St. Mary College in Education with a Music Specialty. I taught music and third grade in Poplar, Montana and Indianapolis, Indiana before attending MSU-Bozeman to get a Reading Specialty. During the twenty years I taught in Townsend, I was able to

take advantage of the quality training provided at Title I conferences for many years. I was fortunate to become an Ambassador for the Aesthetic Frameworks, which provided training and opportunities to give workshops around the state concerning integration of the arts into curriculum. I had always believed in this, but the framework really affirmed and demonstrated the value of it. I was also part of the training for Distinguished Educators and gave workshops for staff development. My Master's Degree from Leslie College in Curriculum also emphasized the integration of fine arts into all content areas, but especially reading and the language arts. The methodology I have developed for teaching emergent and struggling readers is based on research into many different theories of education. I believe in providing first, a strong phonemic awareness by using music, games and activities, then adding a well-designed and highly structured phonics program. I believe these things need be begun in Kindergarten and carried on even past the third grade for some students. In addition, I use many language arts elements; writing, bookmaking, and publishing, puppets, and scripts writing, illustrations and graphics. I don't feel that decoding is reading, and that children need to be excited and enthusiastic about what they read. Most children start out that way, and we need to assure that enthusiasm for life.



### **Mary Burke**

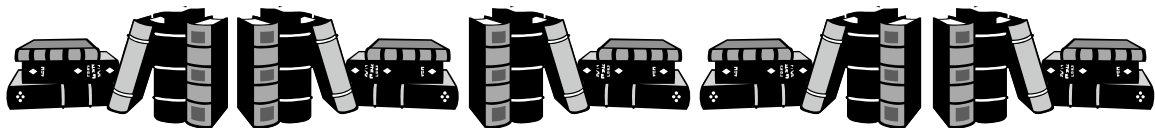
In my 23 years of experience as a teacher of Kindergarten through Second Grade students, I have found that children learn to read from a variety of approaches. It is important to understand and use varied reading strategies to reach each learning style. I began my teaching career with Open Court, which had extensive phonetic training. I found that many students learned with this method, but others were not successful. Through years of teaching reading, I have found that phonics instruction is paramount, yet, it is only one piece of the reading puzzle. There are other parts to the puzzle, including modeling, guided reading, writing sounds, words, and sentences, using picture and context clues, etc.. To teach a child to read fluently with understanding, when developmentally ready, you need to use all parts of the reading puzzle.

I have always felt that a child learns to read when he/she is developmentally ready, just like children learn to crawl when they are developmentally ready.

This occurs at different ages. We need to catch children when they are ready to learn to read. Because developmental readiness happens at different ages, it is important to offer reading instruction at various levels to all students at all grade levels. This can be frustrating and difficult to accomplish as a classroom teacher.

The classes that have impacted my teaching of reading are The Balanced Reading and Writing Program (Loyola Marymount), The Whole Language Institute (University of Montana Western) Developmental Reading Methods (City University), The Writing Road to Reading: Spaulding (Carroll College.) and Literacy Learning In The Classroom (University of Montana Western)

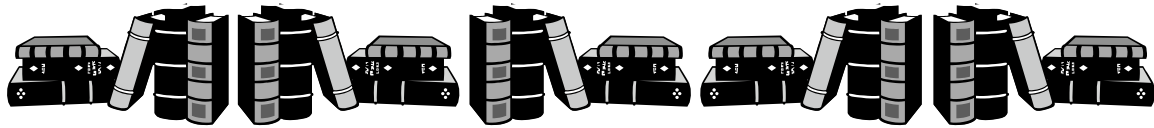
In addition to classes geared specifically toward teaching reading, I have researched and implemented Multiage philosophies and strategies into my teaching. I attended the 1997 National Multiage Conference in Cincinnati, Ohio. At this conference I attended many workshops geared toward individualizing reading instruction and making it more developmentally appropriate. I taught in a Primary Multiage classroom for four years and was able to successfully use individualized and developmental reading instruction.



### **Roxie Sporleder**

Dr. Roxie Sporleder is a reading specialist at Montana State University-Bozeman, teaching scientifically -based reading and remedial reading methods courses to undergraduate and graduate students. She also consults with schools on remedial reading programs and personally teaches remedial students in Grades 1 - 12. She has developed a supplemental beginning reading program, a remedial reading program, and a developmental spelling test. The beginning reading program, Word Workshop, was formally researched and tested in one school district showing that students who used the program achieved significantly higher scores than students

using the other two programs. The remedial reading program has been successfully used with struggling readers in grades 2 - 12 to help them achieve reading gains of two to nine years. The developmental spelling test is comprised of grade appropriate lists that can be administered and scored by classroom teachers to screen for students who have problems in reading. As a supervisor and consultant, she has a broad base of experience working at the secondary and elementary levels in both public and private schools. She has taught both early childhood/elementary and middle school and has been the principal of two PreK- 8 schools.



### **Kathi Tiefenthaler**

As a graduate of Moorhead State University in Moorhead, Minnesota in 1990 with an elementary education degree, I have dedicated my life to children. I began my teaching career with 7<sup>th</sup> grade students in a Title I Replacement Reading class in Glendive, Montana. I followed with two years of teaching 5<sup>th</sup> grade. After moving to the Helena area, I have been teaching a variety of 6<sup>th</sup> grade classes for the past 5 years. They have varied from Communication Arts and Literature to Math and Science. I earned my Masters in Education from Lesley University in 2000 with a Literacy concentration.